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ABSTRACT

This compilation of statistical tables, promotional materials, advisory letters and related materials for students, and other information provides an overview of the activities, staffing, goals, and objectives of the Jefferson College Learning Center. The primary mission of the Learning Center is to bring the full resources of the institution to bear on helping students develop their full academic and personal potentials through a variety of academic and support activities throughout their college experience. The services provided by the Center include individualized, competency-based basic skills courses; tutorial services in mathematics, English, reading, and study skills; make-up testing; computer-assisted instruction; and college survival skills training. The Center report includes the following types of information: (1) a flow chart showing the relationships of the various aspects of the program (i.e., counseling and placement; learning center; adult basic education; and mainstreaming); (2) staff and their responsibilities; (3) enrollment history, retention rates, and course enrollments and grades; (4) results of a follow-up study of learning center students in mainstream courses, 1977-1982; (5) student characteristics; (6) Learning Center scheduling; (7) student communication; (8) data on the Learning Center's program for high school students; (9) mission and goals statements; (10) fact sheets for faculty; (11) minutes of the Learning Center Advisory Board Meeting; and (12) course outlines. (EJV)

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THE JEFFERSON COLLEGE LEARNING CENTER: A MULTIFACETED APPROACH TO EDUCATION.

by

Thomas Burke

1988

JC 880 125

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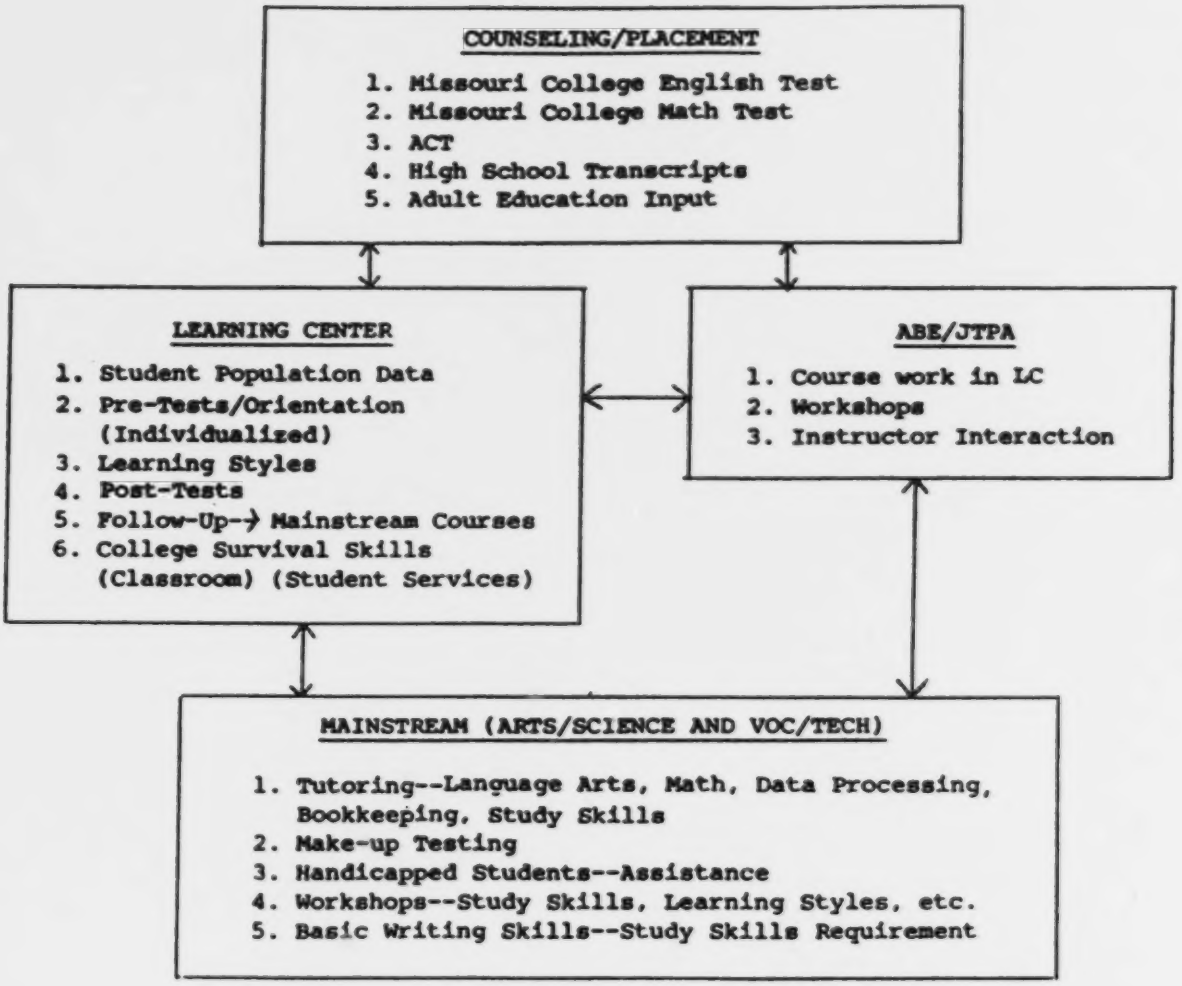
Flow Chart

LEARNING CENTER FLOW CHART

1986-87



Faculty/Staff

LEARNING CENTER FACULTY/STAFF

1987-88

NAME	CAMPUS	PRIMARY RESPONSIBILITY	FAC./ STAFF
1. Tom Burke	JCN/Hills.	Lang. Arts/Chairperson	Full
2. Karen Knight	Hillsboro	Math	Full
3. Lois Boehm	Vocational	Reading/Math	Full
4. Mellanie Fisher	Vocational	Language Arts	Full
5. Denise Wood	Hillsboro	Math	Part
6. Richard Vaughn	Hillsboro	Math	Part
7. Carla Griffith	Hillsboro	Math	Part
8. Joyce MacKenzie	JCN	Math	Part
9. George Podorski	JCN	Math	Part
10. Andra Dorlac	Hillsboro	Reading/Language Arts	Part
11. Mike Huskey	Hillsboro	Language Arts	Part
12. Jill Teal	Hillsboro	Secretarial	Part
13. Chris Snyder	Hillsboro	Testing Supervisor	Part
15. Mary Caine	Hillsboro	Audio-Visual	Part
16. Christine Long	JCN	Secretarial	Part

Enrollment/Retention/Gains--
College Students

LEARNING CENTER ENROLLMENT HISTORY

Academic Year	New College Enrollment	High School	BWS*	Total
1977-78	13	---	---	13
1978-79	226	---	---	226
1979-80	486	2	---	488
1980-81	786	4	---	790
1981-82	647	12	---	659
1982-83	637	4	---	641
1983-84	537	4	---	541
#1984-85	660(522+138)	115(97+18)	---	775
#1985-86	1,078(653+425)	182(107+75)	118	1,378
#1986-87	1,029(743+286)	274(143+131)	109	1,412

*Students enrolled through the Arts and Sciences Division but taught by Learning Center faculty and staff.

#Includes Jefferson College North

JEFFERSON COLLEGE LEARNING CENTER
RETENTION RATE HISTORY (A, B, I GRADES)

	ENROLLMENT	NUMBER RETAINED	PERCENT
1977-78	13	4	30.8
1978-79	226	81	35.8
1979-80	486	170	34.9
1880-81	786	209	26.5
1981-82	557	215	37.7
1982-83	637	277	43.5
1983-84	537	250	46.5
1984-85*	659	298	45.2
1985-86*#	1,078	556	51.6
1986-87*	1,017	467	45.9

*Includes JCN Enrollment
#Includes JTPA Enrollment

National Statistics

Source: College Responses to Low Achieving Students: A National Study

Roueche, John E., Baker, George A., and Roueche, Suanne D.
1984 HBJ Media Systems Corporation

Community College Average: 31.5%

Learning Center
College Enrollment
Academic Year 1986-1987

	SUMMER 1986	FALL 1986	SPRING 1987
SEX:			
Male	26	131	164
Female	56	160	194
COURSES			
Basic Math	10	45	36
Basic Algebra	33	63	71
Fundamentals of Writing	4	19	14
Basic Theme	4	16	44
Basic Grammar/Punctuation	11	58	67
Advanced Grammar/Punctuation	2	1	4
Spelling	7	31	56
Basic Study Skills	2	19	36
Reading Improvement	2	27	16
Rapid Reading	5	10	9
College Vocabulary Skills	2	2	5
GRADES:			
A	9	39	55
B	8	15	20
C			
W	35	171	193
F			2
I	30	66	88
TOTAL ENROLLMENT	82	291	358

JCN LEARNING CENTER
College Enrollment
Academic Year 1986-87

SEX:	SUMMER 1986	FALL 1986	SPRING 1987
Male	24	57	33
Female	32	69	71
COURSES:			
Basic Math	9	24	10
Basic Algebra	28	43	40
Fundamentals of Writing	1	5	1
Basic Theme	1	6	14
Grammar/Punctuation	6	19	13
Adv. Grammar/Punctuation	1	3	1
Spelling	4	4	3
Basic Study Skills	2	11	11
Reading Improvement	3	4	6
Rapid Reading	0	1	2
College Vocab. Skills	1	6	3
GRADES:			
A	14	27	21
B	4	1	6
W	17	73	59
F	0	0	0
I	21	25	18
TOTAL ENROLLMENT:	56	126	104

PERCENTAGES:

A, B, and I 47%

1986-87 ENROLLMENT: 286

Learning Center
College Enrollment
Academic Year 1985-1986

	SUMMER 1985	FALL 1985	SPRING 1986
SEX:			
Male	27	132	124
Female	51	202	117
COURSES			
Basic Math	8	65	52
Basic Algebra	27	66	68
Fundamentals of Writing	2	36	7
Basic Theme	4	22	13
Basic Grammar/Punctuation	11	65	32
Advanced Grammar/Punctuation	1	2	1
Spelling	7	23	19
Basic Study Skills	6	8	16
Reading Improvement	5	34	15
Rapid Reading	5	6	9
College Vocabulary Skills	2	7	9
GRADES:			
A	15	39	40
B	6	19	12
C		2	
W	25	179	147
F		2	1
I	32	93	41
TOTAL ENROLLMENT	78	334	241

JCN LEARNING CENTER
College Enrollment
Academic Year 1985-86

SEX:	SUMMER 1985	FALL 1985	SPRING 1986
Male	20	71	63
Female	34	177	60
COURSES:			
Basic Math	11	41	19
Basic Algebra	24	54	35
Fundamentals of Writing	2	17	1
Basic Theme	2	15	12
Grammar/Punctuation	2	52	13
Adv. Grammar/Punctuation	0	0	4
Spelling	2	24	17
Basic Study Skills	4	6	5
Reading Improvement	2	16	8
Rapid Reading	3	11	6
College Vocab. Skills	2	12	3
GRADES:			
A	16	76	30
B	2	20	4
W	5	105	54
F	0	2	0
I	31	45	35
TOTAL ENROLLMENT:	54	248	123

PERCENTAGES:

A, B, and I 60%

1985-86 ENROLLMENT: 425

Learning Center
College Enrollment
Academic Year 1984-1985

	SUMMER 1984	FALL 1984	SPRING 1985
SEX:			
Male	23	112	89
Female	56	123	119
COURSES			
Basic Math	20	50	47
Basic Algebra	24	57	59
Fundamentals of Writing	3	16	17
Basic Theme		2	4
Basic Grammar/Punctuation	9	49	29
Advanced Grammar/Punctuation			6
Spelling	5	29	12
Basic Study Skills	6	5	7
Reading Improvement	9	16	16
Rapid Reading	2	5	7
College Vocabulary Skills	1	6	4
GRADES:			
A	8	54	27
B	5	14	14
W	32	130	122
F		1	14
I	34	36	31
TOTAL ENROLLMENT	79	235	208

JCN LEARNING CENTER
College Enrollment
Academic Year 1984-85

SEX:	SUMMER 1984	FALL 1984	SPRING 1985
Male	--	26	25
Female	--	43	43
COURSES:			
Basic Math	--	10	10
Basic Algebra	--	22	33
Fundamentals of Writing	--	4	4
Basic Theme	--	0	1
Grammar/Punctuation	--	11	7
Adv. Grammar/Punctuation	--	1	2
Spelling	--	4	1
Basic Study Skills	--	5	1
Reading Improvement	--	6	4
Rapid Reading	--	2	2
College Vocab. Skills	--	4	3
GRADES:			
A	--	25	18
B	--	2	7
W	--	32	30
F	--	0	0
I	--	10	13
TOTAL ENROLLMENT:	--	69	68

PERCENTAGES:

A, B and I 54%

1984-85 ENROLLMENT: 137

Learning Center
College Enrollment
Academic Year 1983-1984

	SUMMER 1983	FALL 1983	SPRING 1984
SEX:			
Male	51	123	101
Female	40	124	98
COURSES			
Basic Math	10	50	40
Basic Algebra	38	94	59
Fundamentals of Writing	4	13	12
Basic Theme	1	1	2
Basic Grammar/Punctuation	7	23	27
Advanced Grammar/Punctuation	1	2	1
Spelling	13	26	15
Basic Study Skills	4	8	10
Reading Improvement	7	19	17
Rapid Reading	2	7	10
College Vocabulary Skills	4	4	6
GRADES:			
A	17	35	48
B	3	19	21
C		1	1
D			
W	34	147	98
F	1	3	2
I	36	42	29
TOTAL ENROLLMENT	91	247	199

Learning Center
College Enrollment
Academic Year 1982-1983

	SUMMER 1982	FALL 1982	SPRING 1983
SEX:			
Male	60	136	124
Female	47	145	125
COURSES			
Basic Math	18	67	64
Basic Algebra	40	89	79
Trigonometry	17	16	
Fundamentals of Writing	6	9	11
Basic Theme	1	1	
Basic Grammar/Punctuation	5	19	19
Spelling	6	27	31
Basic Study Skills	3	9	8
Reading Improvement	8	26	23
Rapid Reading	3	13	10
Advanced College Reading		2	
College Vocabulary Skills		3	4
GRADES:			
Audit		1	
A	19	51	36
B	2	16	20
C		1	2
D			1
W	28	152	140
F	18	3	14
I	40	57	36
TOTAL ENROLLMENT	107	281	249

Learning Center
College Enrollment
Academic Year 1981-1982

	SUMMER 1981	FALL 1981	SPRING 1982
SEX:			
Male	58	130	186
Female	38	129	106
COURSES			
Basic Math	13	61	61
Basic Algebra	34	84	79
Trigonometry	10	9	17
Fundamentals of Writing	5	8	19
Basic Theme		3	
Basic Grammar/Punctuation	7	20	30
Advanced Grammar/Punctuation	1	2	6
Spelling	10	24	39
Basic Study Skills	6	11	10
Reading Improvement	5	22	21
Rapid Reading	5	14	10
Advanced College Reading		1	
GRADES:			
A	7	19	25
B	5	7	8
C	1		
W	39	189	169
F		11	23
I	44	33	67
TOTAL ENROLLMENT	96	259	292

Learning Center
College Enrollment
Academic Year 1980-1981

	SUMMER 1980	FALL 1980	SPRING 1981
SEX:			
Male	48	213	191
Female	34	135	165
COURSES			
Basic Math	17	60	82
Basic Algebra	18	76	73
Trigonometry	3	25	9
Fundamentals of Writing	4	21	29
Basic Theme			3
Basic Grammar/Punctuation	10	50	35
Advanced Grammar/Punctuation	1	1	1
Spelling	9	52	64
Basic Study Skills	6	11	13
Reading Improvement	6	29	30
Rapid Reading	8	19	17
Advanced College Reading		1	
GRADES:			
A	7	31	37
B	4	13	8
C		1	3
D	18	2	
W	1	248	216
F	52	16	20
I		37	72
TOTAL ENROLLMENT	82	348	356

Learning Center
College Enrollment
Academic Year 1979-1980

	SUMMER 1979	FALL 1979	SPRING 1980
SEX:			
Male	13	117	109
Female	25	137	85
COURSES			
Basic Math	8	51	49
Basic Algebra	10	32	46
Trigonometry	1	13	16
Fundamentals of Writing		28	9
Basic Theme		5	1
Basic Grammar/Punctuation	10	27	18
Advanced Grammar/Punctuation		2	1
Spelling	5	40	21
Basic Study Skills	1	20	11
Reading Improvement	1	19	17
Rapid Reading	2	17	4
Advanced College Reading			1
GRADES:			
A	8	30	24
B	1	17	6
C		1	4
W	13	148	126
F		12	12
I	16	46	22
TOTAL ENROLLMENT	38	254	194

Learning Center
College Enrollment
Academic Year 1978-1979

	SUMMER 1978	FALL 1978	SPRING 1979
SEX:			
Male	4	55	53
Female	5	70	39
COURSES			
Basic Math	7	50	31
Basic Algebra	2	17	14
Trigonometry		5	8
Basic Theme		9	1
Basic Grammar/Punctuation		12	16
Spelling		12	18
Basic Study Skills		9	4
Rapid Reading		11	
GRADES:			
A	3	14	13
B		3	4
C			2
W	3	85	55
I	3	23	18
TOTAL ENROLLMENT	9	125	92

Learning Center
College Enrollment
Academic Year 1977-1978

	SUMMER 1977	FALL 1977	SPRING 1978
SEX:			
Male			5
Female			8
COURSES			
Basic Math			12
Basic Algebra			1
GRADES:			
A			1
W			9
I			3
TOTAL ENROLLMENT			13

Secondary Data

I. Follow Up Study of Learning Center Students in Mainstream Courses(1977-82)

Of 175 Grammar Punctuation students, 41% (72 students) enrolled in college credit courses with the following results:

94% (68 students) enrolled in Composition I
- 15% (10 students) received an A
- 41% (28 students) received a B
- 38% (26 students) received a C
- 1.5% (1 student) received a D
- 1.5% (1 student) received an F
- 1.5% (1 student) received an I
- 1.5% (1 student) received a W

11% (8 students) enrolled in Composition II
- 25% (2 students) received an A
- 25% (2 students) received a B
- 50% (4 students) received a C

4% (3 students) enrolled in Technical English
- 33 1/3 % (1 student) received a B
- 66 2/3 % (2 students) received a C

3% (2 students) enrolled in Journalism
- 50% (1 student) received an A
- 50% (1 student) received a C

Of 48 Fundamentals of Writing students, 46% (23 students) enrolled in college credit courses with the following results:

91% (20 students) enrolled in Composition I
- 15% (3 students) received an A
- 40% (8 students) received a B
- 25% (5 students) received a C
- 5% (1 student) received a D
- 5% (1 student) received an F
- 10% (2 students) received a W

9% (2 students) enrolled in Composition II
- 50% (1 student) received an A
- 50% (1 student) received an F

4.5% (1 student) enrolled in Technical English
- 100% (1 student) received a C

Of 100 Basic Algebra Students, 46% enrolled in college credit courses with the following results:

48% (22 students) enrolled in Intermediate Algebra
- 27% (6 students) received an A
- 18% (4 students) received a B
- 32% (7 students) received a C
- 14% (3 students) received a D
- 4.5% (1 student) received an F
- 4.5% (1 student) received a W

2% (1 student) enrolled in College Algebra
- 100% (1 student) received a W

26% (12 students) enrolled in Math for Health Science
66 2/3% (8 students) received an A
25% (3 students) received a B
8 1/3% (1 student) received a C

11% (5 students) enrolled in Introduction to College Math
20% (1 student) received an A
60% (3 students) received a B
20% (1 student) received a C

2% (1 student) enrolled in Technical Math
100% (1 student) received an A

6.5% (3 students) enrolled in Equation Solving
66 2/3% (2 students) received an A
33 1/3% (1 studnet) received a D

2% (1 student) enrolled in Analytic Geometry
100% (1 student) received a B

2% (1 student) enrolled in Mensuration
100% (1 student) received a B

Of 133 Basic Math Students, 51% (68 students) enrolled in additional math courses with the following results:

37% (25 students) enrolled in Business Math
16% (4 students) received an A
40% (10 students) received a B
8% (2 students) received a C
36% (9 students) received a D

18% (12 students) enrolled in Math for Health Science
33 1/3% (4 students) received an A
16 2/3% (2 students) received a B
50% (6 students) received a C

4% (3 students) enrolled in Technical Math
33 1/3% (1 student) received an A
33 1/3% (1 student) received a B
33 1/3% (1 student) received a C

50% (34 students) enrolled in Basic Algebra
35% (12 students) received an A
21% (7 students) received a B
9% (3 students) received a C
3% (1 student) received a D
6% (2 students) received an F
9% (3 students) received an I
18% (6 students) received a W

15% (10 students) enrolled in Intermediate Algebra
20% (2 students) received an A
10% (1 student) received a B
30% (3 students) received a C
40% (4 students) received a D

1.5% (1 student) enrolled in College Algebra
100% (1 student) received an A

1.5% (1 student) enrolled in Trigonometry
100% (1 student) received an A

13% (9 students) enrolled in Introduction to College Math
22% (2 students) received an A
22% (2 students) received a B
44% (5 students) received a C
11% (1 student) received an F

4% (3 students) enrolled in Math for the Elementary Teacher
33 1/3% (1 student) received an A
33 1/3% (1 student) received a B
33 1/3% (1 student) received a D

1.5% (1 student) enrolled in Equation Solving
100% (1 student) received an A

1.5% (1 student) enrolled in Numerical Trigonometry
100% (1 student) received an A

1.5 (1 student) enrolled in Exponents and Radicals
100% (1 student) received a B

Learning Center students who do not enroll in mainstream courses enroll in technical programs (certificates). Other students use Learning Center courses to improve job skills.

Conclusion: Students who complete Learning Center courses do well in mainstream courses.

Meeting/Goals Objectives (1983-84

1. Innovative

a. I	4.2	Learning Center faculty administered the Canfield Learning Styles Inventory to the Composition I class taught by Mr. Thomas Paul. A post inventory evaluation was done for students and instructor.	Primary Mission
b. I	5.2	No formal work was completed on a 3 year plan.	
c. I	6.2	Deans and Department heads were informed about Learning Center programs via regular network.	
d. I	6.3	Bookmarks were printed and distributed.	
e. I	1.1	Two study skills workshops were presented during the fall semester. 57 students attended	Secondary Mission
f. I	1.2	An area was established for study skills worksheets. 55 different titles are available	
g. I	3.1	Faculty were encouraged to use Learning Center computer literacy software. No new in-service programs.	Tertiary Mission

Routine and Problem Solving objectives were observed and reinforced.

Recommendations

1. Initiate pre-testing in all Learning Center Courses (Pre-tests in Basic Math and Algebra began in Fall 1984).
2. Publicize results of follow-up survey.
3. Use LSI as part of orientation program.

5-15-87

JEFFERSON COLLEGE NORTH
SPRING 1987 ENROLLMENT

STUDENT/SS#/MAJOR FIELD	COURSE	DT ENT	DT COMP	PRE	POST	GAIN	GD
Patricia Devlin 431944967 Accounting	AG/P	1-13-87	4-30-87	71	85	14	A
Susan Byrne 492828496 Business M	Alg	1-12-87	5-7-87	0	86	86	A
Sandra Coffelt 333448577 Pre-T, Ele	Alg	1-14-87	5-6-87	4	90	86	A
Karen Ferree 500608796 Undecided	Alg	1-29-87	4-22-87	0	94	94	A
Delores Fish 317424603 Liberal Ar	Alg	1-20-87	5-14-87	4	82	78	A
Alan Jones 491748384 Undecided	Alg	1-12-87	5-4-87	0	88	88	A
Debbra Margraff 486644350 Pre-T	Alg	2-25-87	4-21-87	16	96	80	A
Jane Meppiel 473722041 Accounting	Alg	1-12-87	3-31-87	0	89	89	A
Debbie Piva 488644117 Undecided	Alg	1-12-87	4-22-87	0	80	80	A
Cindy Sisk 313668961 Data Proce	Alg	1-15-87	5-7-87	0	88	88	A
Georgia Tolle 486508328 Liberal Ar	Alg	1-22-87	5-5-87	0	88	88	A
Ann Wallace 500600933 English	Alg	1-13-87	5-12-87	0	89	89	A
Dana Gahn 500761883 Undecided	BSS	1-13-87	5-11-87	39	84	45	B
John Miller, Jr. 341483708 Industrial	BSS	1-14-87	5-14-87	52	92	40	A
Jon Rank 485526168 Data Proce	BSS	1-13-87	1-13-87	8	8	0	A
Betty Garner 488400058 Nursing	BT	1-15-87	4-17-87	0	0	0	B
Jon Rank 485526168 Data Proce	BT	1-13-87	5-13-87	0	0	0	A
Tom Pummill	CVS	1-12-87	3-5-87	63	100	37	A

5-15-87

JEFFERSON COLLEGE NORTH
SPRING 1987 ENROLLMENT

STUDENT/SS#/MAJOR FIELD	COURSE	DT ENT	DT COMP	PRE	POST	GAIN	GD
491807424 Undecided							
Sherry Sterling 492786499 Business M	FW	1-15-87	5-8-87	0	0	0	B
Betty Garner 488400058 Nursing	G/P	1-15-87	3-11-87	49	84	35	B
Jon Rank 485526168 Data Proce	G/P	1-13-87	4-27-87	75	94	19	A
Derek Case 492860366 Undecided	Math	1-12-87	5-11-87	18	85	67	A
David English 496645510 Undecided	Math	1-14-87	5-12-87	16	80	64	A
Clarence Schlef 486643560 Undecided	Math	1-12-87	5-12-87	0	80	80	A
Susan Byrne 492828496 Business M	RI	4-1-87	7-22-87	0	0	0	A
Derek Case 492860366 Undecided	RI	1-12-87	7-21-87	0	0	0	B
Curtis Zavadil 498843137 Build Mtn	RI	1-12-87	5-7-87	0	0	0	B
Richard Wallis 500606765 CNC/Roboti	RR	1-15-87	5-12-87	0	0	0	B
Carol Wirth 492602111 Undecided	RR	1-16-87	5-14-87	0	0	0	A

Population and Program Data

JEFFERSON COLLEGE LEARNING CENTER
POPULATION DATA
1986-87

Percentages cited are based on responses to individual questions and are rounded figures.

	Hillsboro	JCN
1. SEX		
Male	44.3%	38.7%
Female	55.7	61.3
2. RACE		
White (non-Hispanic)	93.2%	98.5%
Black (non-Hispanic)	2.6	.5
American Indian or Native Alasian	1.6	.5
Hispanic	1	.5
Asian or Pacific Islander	1.6	0
3. VETERAN		
Yes	11.5%	13.85%
No	88.5	86.15
4. HIGH SCHOOL EDUCATION		
Jefferson County	57.5%	46.8%
Outside Jefferson County	42.5	53.2
5. COMPLETED GED	40%	26.6%
6. PREVIOUS COLLEGE ENROLLMENT		
Yes	50%	50.5%
No	60	49.5
7. MARITAL STATUS		
Single	45.7%	44.5%
Married/No Children	3.9	8.5
Married/Children	35.2	41.3
Widowed	1.6	3.7
Divorced/No Children	1.8	2.1
Divorced/Children	9.7	3.9
Separated	2.1	0

8. LIVING ACCOMODATIONS

At Home with Parents	39.5%	31.4%
With Spouse/Children	34.7	44.8
Alone	5	7.2
Single Parent	12	6.2
Children at Home of Parents	1.4	2.1
Share Living Quarters with Individuals Outside of Family	7.4	8.3

9. FAMILY INCOME

Below $4,999 per year	19.2%	9%
$5,000 to $9,999	14.5	7.5
$10,000 to $14,999	8.7	10.7
$15,000 to $19,999	10.8	12.3
$20,000 to $29,999	25	19.3
$30,000 +	21.8	41.2

10. FAMILY EDUCATION

Mother

No Formal Education	2.1%	2.1%
Some Elementary Education	4.9	5.9
Elementary	18.1	16.5
High School	57	58
Junior College	7.8	5.9
College	8.8	7.4
Post-Graduate	1.3	4.3

Father

No Formal Education	2.1%	2.3%
Some Elementary Education	8.5	5.9
Elementary	20.5	23.3
High School	47.3	48.3
Junior College	7.7	7
College	9.6	9.9
Post-Graduate	4.3	3.5

Spouse

No Formal Education	.4%	2%
Some Elementary Education	.7	2
Elementary Education	5.7	7.8
High School	74	56.3
Junior College	13.2	17.5
College	4.5	11.7
Post-Graduate	1.5	3

11. HOURS EMPLOYED OUTSIDE HOME

1-10	25.7%	17.6%
11-25	20.5	14.5
26-30	15	6
31-40	23.5	43
40+	15.3	18.8

12. AGE

17-21	34.2%	32%
22-26	17.6	13.6
27-32	22.6	20.4
33-37	12.5	16.8
38-45	7.9	12
46-55	4.8	5
56-60	.2	.5
60+	.2	0

I. LEARNING CENTER DATA

A. Learning Center Enrollment
(1985-86 totals in parentheses)

Jefferson College Main Campus	961*	(902)
Jefferson College North	286	(426)
TOTAL	1,247	(1,328)

*In addition, 109 students enrolled in Basic Writing Skills (4 hours) in the Arts and Sciences division took the one hour Basic Study Skills course. 1985-86 figures include substantial JTPA enrollment.

B. Learning Center High School Enrollment

Jefferson College Main Campus	143	(183)
Jefferson College North	131	(80)
TOTAL	274	(263)

C. Learning Center Hours

Jefferson College Main Campus

Fall and Spring:	Monday-Thursday	8 a.m.-4 p.m.
	Monday-Thursday	6-9 p.m.
	Friday	8 a.m.-1 p.m.

Jefferson College North

Fall and Spring:	Monday-Thursday	10 a.m.-8 p.m.
	Friday	10 a.m.-1 p.m.

Summer Hours: Both Campuses

Monday-Friday	9 a.m.-1 p.m.
Monday & Thursday	5-8 p.m.

D. Testing Center

	Learning Center		Faculty Testing	
Main	8,433	(8,279)	4,173	(4,873)
JCN	3,317	(4,316)	303	(230)
	11,760	(12,595)	4,476	(5,103)

TOTAL TESTS - 16,236 (17,698)

E. Tutoring

Main Campus

Students 1,715 (2,606)
Time 757 Hours (1047 Hrs. 34 Min)

JCN

Students 217 (235)
Time 114 Hours 43 Minutes (173 Hrs. 30 Min.)

TOTAL - Students 1,912 (2,841)
Time 846 Hrs. 43 Min. (1221 Hrs. 4 Min.)

Student Communication

JEFFERSON COLLEGE LEARNING CENTERS
STUDENT INFORMATION SHEET (SPRING)

I. Spring Session Hours (January 14 - May 19)

Main Campus	8 a.m. - 4 p.m.	Monday-Thursday
	8 a.m. - 1 p.m.	Friday
	6 - 9 p.m.	Mon-Thurs Evenings
North Campus	10 a.m. - 8 p.m.	Monday-Thursday
	10 a.m. - 1 p.m.	Friday

II. Attendance

Day students should attend at least three days per week; night students should attend at least two evenings. If you are unable to attend for a significant amount of time, such as a whole week, please call the Learning Center and let us know. If you do not attend regularly and do not notify us, we will follow this procedure:

1. We will notify you by mail and indicate that your progress/attendance is not satisfactory and encourage you to come back. (Letter #1)

2. If you do not respond to the first letter, we will notify you that unless you return and make progress, you will be withdrawn (W grade) from the course. You must then re-enroll to complete your work. (Letter #2)

In both instances Student Services will be notified that you are not attending.

III. Grades

1. If you complete all the units/modules in a course with at least a B (80%) grade on each unit/module and you complete the final test with at least a B (80%) score, your grade will be an A (90-100% average) or B (80-89% average).

2. If you complete 3/4 of the units/modules with at least a B (80%) grade on each unit/module, you will receive an incomplete (I) grade. You will not be required to re-enroll, and you may finish during the summer or fall semester. Remember if you do not complete the work during the summer or fall semester the I grade will become an F.

3. If you attend regularly but you do not complete 3/4 of the units/modules with a B (80%) average, you will be withdrawn at the end of the semester (W grade). If you would like to finish this course, you must register for it again. When you return you may continue from the last unit completed.

IV. Veterans' Benefits

You must receive A, B, I, or F grades to maintain your benefits. If you do not attend regularly and do not make progress, we will withdraw you (W) from the course. This will endanger your veterans' money.

V. Telephone Numbers

Main Campus 789-3951 or 942-3000

North Campus 464-3225 or 933-0203

ORIENTATION CHECKLIST

1. _____Complete population survey and folder information.

2. _____Read course outline.

3. _____Read and understand Student Information Sheet.

4. _____Become familiar with all textbooks, folder procedures, and testing procedures.

5. _____Complete pre-tests for all courses. See instructor or aide for results.

6. _____Complete a study schedule for the semester.

COURSE: _____ SEMESTER: _____ DATE: _____

Please take some time to evaluate the Learning Center program. Your evaluation will be used in future program planning.

Please check the appropriate response.

	Excellent	Satisfactory	Poor
I. First Week Orientation			
1. How would you rate the overall effectiveness of the orientation session in which program procedures, such as tests, books, and folders were explained?	____	____	____
II. Books and Materials			
Please evaluate the following:			
1. Course textbook	____	____	____
2. Supplementary materials, such as worksheets, practice tests, computer software, etc.	____	____	____
III. Instructors and Staff			
Instructors			
1. Interest and enthusiasm	____	____	____
2. Sensitivity to students feelings and problems	____	____	____
3. Knowledge of subject matter	____	____	____
4. Ability to give clear examples and illustrations.	____	____	___
Staff			
1. Interest, enthusiasm, friendliness, and knowledge.	____	____	____

IV. Please rate the overall performance of the Learning Center program by checking one of the following.

Excellent _____ Very Good _____ Good _____ Fair _____
Poor _____ Very Poor _____

V. Please make suggestions that would improve the total program. Please be specific.

COMMENTS:

Jefferson College Hillsboro, Missouri 63050 (314) 789-3951/942-3000

September 16, 1987

Scott Sandusky
3871 Treebrook
Imperial, MO 63052

Dear Scott:

Learning Center Course: Basic Algebra

Our records show that we have not seen you in awhile. If you are having problems (course material, transportation, or personal), please come by and see one of the instructors or call the Learning Center and let us know. Remember the individualized nature of your course makes it easier to make up your work. We will do everything we can to help you succeed.

Sincerely,

Tom Burke, Chairperson
Jefferson College
Learning Centers

cl

Jefferson College Hillsboro, Missouri 63050 (314) 789-3951/942-3000

September 16, 1987

Brenda Gulledge
1950 Forest Haven
Imperial, MO 63052

Dear Brenda:

Learning Center Course: Basic Algebra

We have not heard from you regarding your attendance problems, so if we do not hear from you in the next week we will withdraw you from the course. If at a future date you decide to continue your work, please register again, and you will proceed from the last unit finished this semester. Please call us if you need assistance.

Sincerely,

Tom Burke, Chairperson
Jefferson College
Learning Centers

cl

Jefferson College Hillsboro, Missouri 63050 (314) 789-3951/942-3000

September 16, 1987

Debbra Margraff
1666 Old Antonia Road
Imperial, MO 63052

Dear Debbra:

Learning Center Course: Basic Algebra

The Learning Center faculty and staff congratulate you for mastering your course work. We admire your persistence and your ambition.

The following reflect the progress you made:

Basic Algebra Pre-test 16%/Post-test 96%
Percent of Gain 80%
Final Grade A

As you know, in addition to formal courses the Learning Center offers a variety of programs and services. We hope you will take advantage of these in the future.

Please feel free to visit us if you need further help.

Sincerely,

Tom Burke, Chairperson
Jefferson College
Learning Centers

cl

MID-TERM REACTION SHEET

Course _____ Semester _____

Please take a few minutes to answer a few questions.

(1.) Did you enroll for this course at the beginning of the semester (first two weeks) ?

(2.) (If you enrolled later in the semester) why did you enroll late? Did you drop a course?

(3.) Why did you decide to take this course?

(4.) Are you keeping up with the schedule for this course?

(5.) If not, why are you behind?

(6.) Do you feel that you are learning the material you are covering?

(7.) Are you able to get help when you need it?

(8.) Do you expect to finish this course in 16 weeks? If not, why not?

(9.) Do you have any suggestions or recommendations for the Learning Center?

(10.) General Comments:

High School Program

Learning Center
High School Enrollment
Academic Year 1986-1987

	SUMMER 1986	FALL 1986	SPRING 1987
SEX:			
Male	49	17	38
Female	22	8	9
COURSES			
Basic Math, Part I	8	3	2
Basic Math, Part II	2	1	4
Basic Algebra, Part I	3		1
Basic Algebra, Part II	1	1	
Fundamentals of Writing	1	1	5
English 2200	7	2	2
English 2600		1	
Spelling	11	4	14
Basic Study Skills	17	5	9
Reading Improvement	12	2	9
U.S. History, Part I	2		1
U.S. History, Part II		3	
World History, Part I			4
World History, Part II			
Everyday Science	3	1	
TOTAL ENROLLMENT	71	25	47

JCN LEARNING CENTER
High School Enrollment
Academic Year 1986-87

SEX:	SUMMER 1986	FALL 1986	SPRING 1987
Male	36	26	25
Female	15	12	17
COURSES:			
Basic Math, Part I	1	1	0
Basic Algebra, Part I	1	0	0
Basic Algebra, Part II	0	1	0
Fundamentals of Writing	4	6	2
Grammar/Punctuation	5	3	4
Spelling	6	5	5
Basic Study Skills	11	8	8
Reading Improvement	7	4	8
World History, Part I	9	1	5
World History, Part II	3	7	8
Everyday Science	4	1	1
U. S. History, Part I	0	0	0
U. S. History, Part II	0	1	1
TOTAL ENROLLMENT:	51	38	42

1986-87 ENROLLMENT: 131

Learning Center
High School Enrollment
Academic Year 1985-1986

	SUMMER 1985	FALL 1985	SPRING 1986
SEX:			
Male	34	17	14
Female	21	8	13
COURSES			
Basic Math, Part I	10	3	5
Basic Math, Part II	1	1	
Basic Algebra, Part I	6		
Basic Algebra, Part II	2	1	
Fundamentals of Writing		1	1
Basic Theme			1
English 2200	7	2	4
English 2600		1	
Spelling	6	4	8
Basic Study Skills	9	5	5
Reading Improvement	4	2	1
Rapid Reading	2		
U.S. History, Part I	5		1
U.S. History, Part II	1	3	1
World History, Part II			1
Everyday Science	2	1	
TOTAL ENROLLMENT	55	25	27

JCN LEARNING CENTER
High School Enrollment
Academic Year 1985-86

SEX:	SUMMER 1985	FALL 1985	SPRING 1986
Male	23	8	19
Female	10	7	11
COURSES:			
Basic Math, Part I	3	1	0
Basic Algebra, Part I	1	0	3
Basic Algebra, Part II	1	0	0
Fundamentals of Writing	2	4	5
Grammar/Punctuation	5	2	5
Spelling	2	0	3
Basic Study Skills	4	3	7
Reading Improvement	2	0	1
World History, Part I	7	1	3
World History, Part II	4	2	2
Everyday Science	2	0	0
U. S. History, Part I	0	0	1
U. S. History, Part II	0	1	0
TOTAL ENROLLMENT:	33	15	30

1985-86 ENROLLMENT: 78

JCN LEARNING CENTER
High School Enrollment
Academic Year 1984-85

SEX:	SUMMER 1984	FALL 1984	SPRING 1985
Male	--	5	5
Female	--	4	4
COURSES:			
Basic Math, Part II	--	0	1
Basic Algebra, Part I	--	1	1
Fundamentals of Writing	--	0	1
Spelling	--	1	2
Basic Study Skills	--	3	1
Reading Improvement	--	1	1
U. S. History, Part II	--	3	2
TOTAL ENROLLMENT:	--	9	9

1984-85 ENROLLMENT: 18

Learning Center
High School Enrollment
Academic Year 1984-1985

	SUMMER 1984	FALL 1984	SPRING 1985
SEX:			
Male	27	18	18
Female	11	14	9
COURSES			
Basic Math, Part I	7	2	3
Basic Math, Part II	2	1	1
Basic Algebra, Part I	3		3
English 2200	2	2	2
English 2600			2
Spelling	1	5	5
Basic Study Skills	5	8	7
Reading Improvement	9	4	3
U.S. History, Part I	3	2	
U.S. History, Part II	6	8	1
TOTAL ENROLLMENT	38	32	27

Learning Center
High School Enrollment
Academic Year 1983-1984

	SUMMER 1983	FALL 1983	SPRING 1984
SEX:			
Male			3
Female			1
COURSES			
Basic Math, Part I			1
English 2200			1
Basic Study Skills			1
Reading Improvement			1
TOTAL ENROLLMENT			4

Learning Center
High School Enrollment
Academic Year 1982-1983

	SUMMER 1982	FALL 1982	SPRING 1983
SEX:			
Male		2	
Female		2	
COURSES			
Basic Math		1	
English 2200		1	
Spelling		1	
Reading Improvement		1	
GRADES:			
W		2	
I		2	
TOTAL ENROLLMENT		4	

Learning Center
High School Enrollment
Academic Year 1981-1982

	SUMMER 1981	FALL 1981	SPRING 1982
SEX:			
Male	2	1	5
Female		1	3
COURSES			
Basic Math	2	2	5
English 2200			2
Spelling			1
GRADES:			
A			4
B	1	1	1
C	1	1	
W			2
I			1
TOTAL ENROLLMENT	2	2	8

Learning Center
High School Enrollment
Academic Year 1980-1981

	SUMMER 1980	FALL 1980	SPRING 1981
SEX:			
Male	2		2
Female			
COURSES			
Basic Math			1
English 2200	2		1
GRADES:			
A			1
B	1		
C	1		1
TOTAL ENROLLMENT	2		2

Jefferson College Hillsboro, Missouri 63050 (314) 789-3951/942-3000

September 16, 1987

HIGH SCHOOL PROFICIENCY REPORT

This is to inform you of the progress of Joel Randolph in the Basic Study Skills course.

The Learning Center faculty and staff congratulate Joel for mastering the course work. We admire Joel's persistence and ambition.

The following reflect the progress Joel made:

Pre-test	70%/Post-test 91%
Percent of Gain	21%
Final Grade Average for Course	96%

As you know, in addition to formal courses the Learning Center offers a variety of programs and services. We hope you will take advantage of these in the future.

Please feel free to visit us if you need further help.

If you want an explanation of this report, please call the Learning Center at 933-0203 or 464-3225, Extension 15.

Sincerely,

Tom Burke, Chairperson
Jefferson College
Learning Centers

cc: School
Parents

cl

SUMMER 1987 (June 8 to July 31)

Jefferson College Learning Center
HIGH SCHOOL PROGRAM

- **Opportunity for high school students to obtain needed high school credit**
- **Both campuses participate**

PROCEDURE:

1. Permission letter from the home school which lists the course(s) the student is to take. High school administrator will either mail the permission slip or send it with the student.

2. Student pays $25 per course on the first day of class.

3. Student must purchase textbooks for some classes.

4. A student may register and may begin working any time during the semester.

5. A student has 16 weeks to complete the course work. However, the summer session is only 8 weeks long, so if a student wants to finish during the summer more attendance and more work are necessary.

6. The summer hours for the Learning Center on the main campus at Hillsboro are: 9:00 a.m. to 1:00 p.m., Monday through Friday, and 5:00 - 8:00 p.m. on Monday and Thursday evenings. The summer hours for the Learning Center at the north campus are: 9:00 a.m. - 1:00 p.m., Monday through Friday; and 5:00 - 8:00 p.m. on Monday and Thursday evenings.

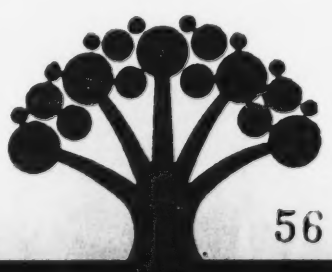
7. A final evaluation is sent to the high school district, and the district assigns credit.

IF YOU HAVE QUESTIONS CALL:
Main Campus Learning Center, 789-3951/942-3000 or North Campus Learning Center, 464-3225/933-0203

- **Courses are individualized — Students work one-on-one with an instructor**
- **Competency based — Students move from one unit to another only after mastery (80%) is achieved.**
- **Pre-tests and post-tests are given in basic skills courses.**
- **Audio-visual materials and computer software are available.**
- **Periodic reports are sent to parents and school.**

COURSES:

U.S. History (Part I and Part II)
Basic Math (Part I and Part II)
Algebra (Part I and Part II)
Reading Improvement
Grammar and Punctuation



Fundamentals of Writing
World History (Part I and Part II)
Everyday Science
Basic Study Skills
Spelling

Mission, Goals and Objectives

LEARNING CENTER
MISSION, GOALS AND OBJECTIVES
LEARNING CENTER
1987-88

I. Primary Mission/Goals of the Jefferson College Learning Center:

To bring the full resources of the institution to bear on helping JCLC students develop their full academic and personal potentials through a variety of academic and support activities throughout their college experience.

Specifically, it has six goals:

1. To assist students by providing individualized, competency-based, basic skills courses which prepare students for introductory required courses.

2. To mobilize for effective utilization by students, staff, faculty, and administration, all existing Jefferson College Learning Center resources--including people, facilities, equipment, and materials.

3. To improve student self-concept by providing a positive learning environment which stimulates an appreciation of and a desire for learning.

4. To demonstrate the viability of the JCLC as a campus change agent by developing and implementing approaches to learning and instruction that are individualized, personalized, cybernetic, and accountable.

5. To continue to adapt the JCLC to the needs and expectancies of Jefferson College consistent with the articulated goals and available resources of the institution.

6. To publicize programs and services of JCLC programs to students, faculty, staff, and administration.

II. Secondary Mission/Goals of the Jefferson College Learning Center:

To sustain mainstream curriculum students by providing support services.

Specifically, it has four goals:

1. To function as a tutorial service for mainstream students seeking assistance in mathematics, English, reading, and study skills.

2. To function as a testing center for instructor approved make-up tests.

3. To provide computer-assisted instruction (CAI) for mainstream students.

4. To provide college survival skills for mainstream students.

III. Tertiary Mission/Goals of the Jefferson College Learning Center:

To assist area high school students and ABE students with basic skills by utilizing faculty, equipment, materials, programs, and facilities.

To support individuals, departments, or other campus groups who desire to learn more in less time with greater ease and confidence.

Specifically, it has three goals:

1. To provide individualized, competency-based, basic skills courses for student credit determined by county districts.

2. To assist Adult Basic Education students through the use of materials, personnel, and facilities.

3. To provide in-service programs, training and materials for faculty, administration, and staff.

Objectives: Primary Mission/Goals 1987-88

Keys: R=Routine PS=Problem Solving I=Innovative

I. Based on the primary mission and goals of the JCLC, the following 22 objectives are articulated for 1987-88:

R 1.1 To continue to revise present courses by defining specific objectives for each course (1977).

I 1.2 To investigate new courses (1977).

R 1.3 To continue to coordinate JCLC courses with those offered in the mainstream (1977).

R 1.4 To refine the JCLC audio-visual materials collection (1977).

R 1.5 To update computer-assisted instruction (1982).

PS	1.6	To develop new strategies for student retention (1982).
PS	1.7	To establish a weekly progress check on JCLC students (1980).
PS	1.8	To increase overall student retention by two percent (1986).

PS	2.1	To meet as a department on a regular basis to discuss ways to enhance utilization of JCLC faculty and resources (1982).
PS	2.2	To establish a Special Needs Advisory Board (1987).
PS	2.3	To improve communication to part-time evening personnel (1987).

PS	3.1	To refine existing JCLC daily procedures, including attendance, files, and grades (1977).
I	3.2	To discuss and to implement reality therapy as a means of assisting JCLC students (1986).

I	4.1	To make effective use of the Canfield Learning Styles Inventory for JCLC students during the 1986-87 academic year (1986).
I	4.2	To demonstrate the use of the Canfield Learning Styles Inventory in a mainstream classroom (1983).

R	5.1	To continue the physical development of the JCLC (1977).
I	5.2	To initiate a 3-year plan for future JCLC program improvements (1986).
R	5.3	To reorganize the Learning Center Advisory Board and to meet once a semester (1986).
PS	5.4	To investigate new orientation strategies (1987).

R	6.1	To implement at least one PR activity per month that reaches Jefferson College students, faculty and administration (1986).

I 6.2 To communicate to all department heads and deans on JCLC programs and services (1983).

I 6.3 To print and to distribute JCLC bookmarks to the library and to the bookstore (1983).

II. Based on the secondary mission and goals of the JCLC, the following 9 objectives are articulated for 1987-88:

I 1.1 To present at least two study skills workshops during the 1986-87 calendar year (1983).

I 1.2 To add at least three titles to the JCLC study skills handout area (1986).

R 1.3 To continue linkage between JCLC and other divisions on campus (1982).

I 1.4 To study additional tutorial help in the accounting and science areas (1986).

R 1.5 To promote the JCLC readibility software to mainstream instructors (1986).

PS 1.6 To evaluate the JCLC study skills contribution to the Basic Writing Skills classes (1986).

R 2.1 To review testing center procedures (1977).

R 3.1 To develop further, the use of computer assisted instruction by mainstream students (1982).

I 4.1 To evaluate the College Survival Skills course being taught in cooperation with the Office of Student Services (1986).

III. Based on the tertiary mission and goals of the JCLC, the following 5 objectives are articulated for 1987-88:

R 1.1 To evaluate the high school credit program (1982).

I 1.2 To refine JCLC communication with area high school districts regarding the high school credit program (1982).

I 2.1 To collaborate with ABE instructors to develop a system for effective use of JCLC materials by ABE students (1981).

I 3.1 To investigate in-service programs for faculty and staff (1983).

I 3.2 To investigate and implement a faculty development program (1987)

NEW OBJECTIVES
1986-87

The following new objectives were formulated for the 1986-87 school year. A statement regarding completion or abandonment is included:

Keys: R = Routine PS = Problem Solving I = Innovative

PS 1.8 To increase overall retention by two percent.

Student retention, which is defined as students receiving an A, B, or I grade, did not increase two percent over the 1985-86 academic year. However, retention during the summer, fall, and spring semesters increased by at least four percent each semester over the average retention rate calculated since the inception of the program in 1978. Future strategies for improvement will be considered.

PS 2.2 To establish new methods of assisting handicapped, disadvantaged, and foreign students.

In response to the Vocational Education Five-Year Evaluation, a proposed set of goals and objectives for a Special Needs Advisory Board was submitted to the Department of Elementary and Secondary Education.

I 3.1 To implement reality therapy as a means of assisting JCLC students.

Counselor Bill Bay presented a one-hour workshop to JCLC faculty and staff which addressed a variety of counseling issues unique to JCLC students.

I 4.1 To make more use of the Canfield Learning Styles Inventory for JCLC during the 1986-87 academic year.

Selective use of this instrument continued, but overall commitment will be determined by future program growth.

I 5.2 To initiate a 3-year plan for future JCLC program improvements.

The following set of long range goals was presented to the Board of Trustees:

1. Physically expand both Learning Centers.
2. Employ two additional full time Learning Center instructors.
3. Expand Learning Center courses to the northwest part of Jefferson County.
4. Purchase additional video-discs and other new technologies in learning.
5. Expand linkage to other divisions to create independent self-paced courses.
6. Develop tutorial services in subjects other than Mathematics and English.

R 5.3 To reorganize the Learning Center Advisory Board and to meet once a semester.

The Learning Center Advisory Board met on November 25, 1986. Minutes of the meeting are located in the index.

R 6.1 To implement at least one PR activity per month that reaches Jefferson College students, faculty and administration.

Some information, such as a faculty fact sheet and JCLC faculty attendance at conferences, was communicated to faculty and administration. Efforts to communicate to students via the school newspaper and press releases will be initiated during 1987-88.

I 1.2 To add at least three titles to the JCLC study skills handout area.

Objective was completed.

I 1.4 To study additional tutorial help in the accounting and science areas.

This objective was discussed with Student Services personnel and JCLC Advisory Board members. Several implementation methods will be considered during 1987-88.

PS 1.6 To evaluate the JCLC study skills contribution to the Basic Writing Skills classes.

The JCLC purchased texts and tapes and made these available for Basic Writing Skills students in the Learning Center. In addition, a conscious attempt to improve communication between the Learning Center study skills program and Basic Writing Skills students was made. The result of the efforts was an increase in student completion.

I 4.1 To evaluate the College Survival Skills course being taught in cooperation with the Office of Student Services.

Several course revisions based on instructor imput and student response were made.

LEARNING CENTER

LONG RANGE OBJECTIVES

1. Physically expand both Learning Centers.
2. Employ two additional full-time learning center instructors.
3. Expand learning center courses to the northwest part of Jefferson County
4. Purchase additional video-disks and other new technologies in learning.
5. Expand linkage to other divisions to create independent self-paced courses.
6. Develop tutorial services in subjects other than Math and English.

Other Information

JEFFERSON COLLEGE LEARNING CENTER

FACULTY FACT SHEET

Location:	Main Campus	First Floor Library Bldg.
	JCN	Bottom Floor

Telephone:	Main Campus	789-3951 or 942-3000, Ext. 151
	JCN	464-3225 or 933-0203, Ext. 13

The Jefferson College Learning Center is a campus support system that attempts to mobilize on each campus information, personnel, equipment, and materials to serve learners who want to learn more in less time with greater ease and confidence.

The Learning Center has four missions/goals:

1. To bring the full resources of the institution to bear on helping Jefferson College Learning Center students develop their full academic and personal potentials through a variety of academic and support activities throughout their college experience.

2. To sustain mainstream students by providing support services.

3. To assist area high school students, ABE students, and JTPA students with basic skills by utilizing faculty, equipment, materials, programs and facilities.

4. To support individuals, departments, or other campus groups who desire to learn.

Learning Center Courses

The courses offered through the Learning Centers are self-paced, individualized, and competency-based. Instructors and staff are available to answer questions and to help students use the materials. These subjects, which are taught on a 16-week basis and may be taken at any time during the semester, are as follows: Basic Math, Basic Algebra, Grammar/Punctuation, Basic Study Skills, Basic Theme, Reading Improvement, Spelling, Advanced Grammar/Punctuation, Fundamentals of Writing, Rapid Reading, and College Vocabulary Skills.

Trigonometry, a college credit course offered through the Arts and Sciences division, is also available on an individualized basis through the Hillsboro Learning Center.

Tutoring Services

The Learning Center provides tutoring services for mainstream, JTPA, and GED students on both a drop-in and referral basis. Help is available in mathematics, language arts, and study skills/time management.

Testing

Instructors who would like to leave make-up tests for their students in the Learning Center may do so by leaving the test with specific instructions (time limit, notes, calculator, etc.) The test supervisor will administer the test and return it to the instructor.

Software

The Learning Center has software available in the following areas: language arts, math, algebra and computer literacy. Any Jefferson College student may use these.

Learning Center Consultant Service

The Learning Center offers assistance to interested faculty in designing individualized out-of-class self-paced learning modules.

Learning Center Workshops

Learning Center instructors offer workshops for mainstream classes and special campus groups on the following subjects: time management, test taking, test anxiety, note taking, stress management, listening skills, reading improvement, coding and underlining textbooks, the term paper, self-concept development, and learning styles.

Learning Center Study Skills Information

The Learning Center provides students on both campuses with free study skills information sheets. Over 60 titles are available.

IF YOU WANT

To provide your students with collateral listening, viewing, or other specialized content material.

To refer students for assistance in personal learning skills such as time management, study-reading, listening/notemaking, and examination strategies.

To refer students for long-term preparation for the ACT test.

To refer students for tutorial assistance in language arts or mathematics.

To discuss development and use of independent self-paced instructional modules or courses.

To acquire, improve, review or maintain personal learning skills, such as time management, reading, and listening.

To explore class tours or presentations in learning assistance skills and programs by Center personnel.

To improve computer literacy.

PLEASE LET US KNOW!! WE ARE HERE TO HELP!!

Outside Testing Hours (Fall 1987)

Main Campus	8:00 a.m. - 4 p.m.	Monday-Thursday
	8:00 a.m. - 1 p.m.	Friday
	6 - 9 p.m.	Mon-Thurs Evenings
North Campus	10 a.m. - 8 p.m.	Monday-Thursday
	10 a.m. - 1 p.m.	Friday

LEARNING CENTER ADVISORY BOARD MEETING
November 25, 1986
3 p.m.

Minutes:

The Learning Center Advisory Board meeting was attended by Chairperson Tom Burke, Dean Noel Koranda, Dean Paul Moore, Dean Ray Walsh, Karen Knight, Richard Vaughn, Sheldon Siegel, Mary Wochner, Trish Loomis, John White, Jane Radar, Jill Teal, and student representatives Jennifer Jones and Mike Strieker.

Tom Burke welcomed the board members and introduced the student representatives.

Tom Burke reviewed the inserts that were distributed to the board members. Karen Knight reviewed the math and algebra areas of the Learning Center and gave information on the amount of tutorial time and completion figures in the math and algebra courses. Jill Teal discussed the amount of faculty utilization of the testing center and the number of hours students utilized the audio-visual equipment. The high school program was reviewed to inform board members of Learning Center assistance to area high schools.

The Learning Center's aid to handicapped students consists of reading tests to visually impaired students. A working relationship with Bill Bay has been established to identify the specific needs of handicapped students to assist them in any way possible.

There was a suggestion that the Learning Center have an updated bibliography distributed to each department chairperson at the beginning of the fall semster to aid in student instruction. This will be considered.

The 80% or "B" competency Learning Center grading system was discussed. Some members suggested a 70% or "C" competency alternative, while others suggested that it remain at 80% or "B". The grading system will be studied.

The advantages and disadvantages of the individualized Trigonometry course taught through the Learning Center were discussed. Mr. Vaughn stated that the individualized success rate was not as high as the classroom success rate.

The Advisory Board meeting was adjourned at 3:55 p.m.

AGENDA

Learning Center Department Meeting

Wednesday, August 26, 1987

9 a.m. - 12 Noon

All Faculty and Staff (9 to 10 a.m.)

I. Calendar

II. Reports - Enrollment and Budget

III. Equipment and Materials

IV. Public Relations

V. Program and Services

VI. Special Projects

VII. Miscellaneous

Full/Part-Time Faculty (10:30-12 Noon)

I. Review of 1986-87 goals and objectives.

II. Formulation of new objectives.

III. Discussion of Instructional Process

The National Directory of Exemplary Programs in Developmental Education

Milton G. Spann, Jr., Ph. D.
Cynthia G. Thompson, Ed.S.

NATIONAL CENTER FOR DEVELOPMENTAL EDUCATION
Appalachian State University
[redacted]oon[redacted]NC [redacted]08

INTRODUCTION

Purpose

The primary purpose of this publication is to identify developmental programs which have reached a relatively mature level of operation, and can serve as regional models and resources to each other and to developing programs throughout the United States. The listing of these resources is intended to strengthen the national network of developmental educators, and enhance the potential for sharing program focus, organization, methods, materials and innovation as all developmental programs grow and change in their efforts to meet student needs.

Indirectly, the Directory provides a showcase acknowledging the expertise, dedication and professionalism of developmental educators. The extensive response to our request for qualified entries demonstrates the maturity of Developmental Education as a widespread and viable unit of academic credibility within the structure of post-secondary education.

Selection Process

Defining Exemplary Programs

The first task of this project was to identify criteria by which programs could be designated "exemplary." Note, the term "exemplary" suggests that a program is worthy of serving as an "example" or model in the profession. This is not to imply that these programs have gone beyond a minimal expectation and achieved some maximum standard of excellence or perfection. Rather, the Center for Developmental Education attempted to define elements which are generally accepted in the field to describe a planned, cohesive and accountable effort to influence student achievement. As a result, programs were asked to submit documentation addressing all of the following criteria:

1. A written statement of program philosophy or rationale.
2. A written statement of program goals and component objectives.
3. A written description of all program components.
4. An ongoing evaluation program accompanied by an annual report demonstrating significant impact on student learning and development.
5. A statement of commitment from the chief academic and/or student personnel officer.
6. The ability and willingness to respond to requests for information contained in items 1-5 above.

It is the feeling of the Center for Developmental Education that the documentation supplied through these criteria provides a tangible resource for sharing information among programs. Although this is not an attempt to define excellence in developmental education, it is, perhaps an appropriate step in an ongoing process leading toward the identification of acceptable standards of operation within the profession.

Information Gathering Process

State Information Coordinators

In most states a State Information Coordinator was appointed by the Center for Developmental Education. These individuals are recognized as key resource people who are astute in their awareness of the status of developmental education within their home states, and were instrumental in collecting documentation and surveying legislation. In addition, State Information Coordinators have agreed to continue to serve as resource people to whom inquiries can be directed regarding developmental education in their states. We would encourage the users of this directory to go beyond the information found here and tap the knowledge and expertise of the State Information Coordinators.

Collection and Review of Documentation

State Information Coordinators were asked to invite colleges and universities in their respective states to submit documentation identifying exemplary developmental programs as defined by the criteria set forth. (In the few states where a State Information Coordinator was not available, invitations were sent directly from the Center.) Programs which chose to participate in the project submitted documentation to the State Coordinator who performed an initial screening to evaluate whether or not all the criteria were addressed. After any necessary follow-up was completed, Coordinators forwarded all information collected to the Center for Developmental Education for further review.

This Directory can only claim to be as comprehensive as the information submitted. Bear in mind, the simple logistics of acquiring documentation are in no way fool proof. Invitations to participate were sent to all post-secondary institutions in each state; however, if the person responsible for the developmental program on a specific campus was unknown, the invitation was addressed to either the dean of academic affairs or the dean of student personnel services. It is not unlikely that many of these invitations were not forwarded to program directors or faculty who may have chosen to participate if they had been aware of the opportunity.

It is also the case that since developmental educators are notoriously "overextended" in their duties and responsibilities, it is reasonable to assume many chose not to participate simply because they did not have time to compile the documentation requested.

Documentation provided by each program was carefully evaluated at the Center for Developmental Education. Only those programs which submitted clear documentation addressing each of the criteria were selected to appear in the Directory. In many cases where adequate documentation was implied, but not actually submitted, follow-up letters were sent requesting specific information.

This review looked for statements of specific program and component objectives which are clearly reflected in each program's evaluation plan. The evaluation component was particularly critical. The programs listed have generally provided both qualitative and quantitative analysis of a variety of data which collectively demonstrates that the program is showing significant impact on student achievement. These evaluations are descriptive of student success within the context of the program itself as well as students' long-term success in the mainstream of academic life.

Many programs submitting documentation to the Center did not meet the criteria. In fact, just slightly more than fifty percent did. That is not to say those programs are necessarily deficient in their services, but rather, the evaluation of services was either limited in scope, or the evaluation program had not been implemented for a long enough period of time to generate sufficient data on student performance.

Scope of Programs Included

Not all programs cited are comprehensive developmental programs. Many schools provide a limited number of developmental components; however, where these specific components were able to meet the selection criteria they were included. Early in the project, some thought was given to highlighting particularly comprehensive programs. As more programs were submitted and evaluated, a large number fell into this category, speaking well for the all inclusive nature of developmental education on American campuses. The breadth of many of the programs should be evident from the components listed.

Reflections

Since this was not a systematic study of developmental programs, it would be difficult to defend broad, conclusive generalizations describing the current "state of the art" on college and university campuses. At the same time, it may be remiss to refrain from sharing a few impressions and observations.

After reading and reviewing all of the documentation submitted, it appears that developmental education as a profession has achieved a level of maturity which will allow it to make significant progress on the research front during the next decade. Contrary to the belief that developmental programs differ considerably from one institution to another, the similarities and consistencies among programs found in this study will lend themselves to both systematic and longitudinal examination. We should be able to reliably measure the impact we are having on student achievement as well as the more qualitative influence we bring to post-secondary education as a whole.

It is also clear that institutional support, both philosophical and tangible, recognizes the developmental program as an integral component within the college and university community. Granted, this sampling of programs is limited by the requirement to submit evidence of institutional support, but beyond the glowing endorsements of deans and presidents, the recognized status of developmental programs has clearly escalated in recent years. Of the more than 300 programs, there is evidence to indicate that the organizational norm is moving toward department or divisional status within the academic structure. These developmental education units integrate their services college-wide from a unified base rather than functioning as the once stereotypical orphans of English and mathematics departments.

Finally, the selection criteria dictated a high level of coherence between the planning stages and evaluation stages of the programs in this sample, but it was immensely refreshing to read the well-thought-out, multifaceted goals and objectives which drew close connections from philosophy to implementation to evaluation. If developmental education originated as a knee-jerk response to a desperate need, it has come full circle to represent one of the most systematically planned and best monitored enterprises in postsecondary education.

We are pleased to have participated in this project and value the communication and information provided by the State Information Coordinators and individuals responding to our request. We hope this Directory provides a useful reference for further communication, learning, program development and inquiry into our profession.

National Center for Developmental Education
Reich College of Education
Appalachian State University
Boone, North Carolina 28608

Milton G. Spann, Jr.
Project Director

Cynthia G. Thompson
Project Coordinator

USER'S GUIDE FOR
LISTING BY STATE

During the final review of the documentation submitted by the exemplary programs, nineteen components were found common among developmental programs nationwide. Contained in this section of the Directory, you will find a comprehensive listing of those component parts as they were submitted by each institution. However, listing of these parts does not mean that each of them should be construed exemplary. For a listing of exemplary components, see page 28. To facilitate the use of this section, we have listed below all nineteen components and any abbreviations used to represent them.

placement testing
diagnostic testing
tutoring
tutor training
developmental courses - dev. courses
    English — Eng.
    Mathematics — Mth.
    Reading — Rdg.
developmental laboratories-dev. labs
    English — Eng.
    Mathematics — Mth.
    Reading — Rdg.
study skills
counseling
    academic
    personal
    career
    social
advisement
counselor training
peer counseling

English as a second language	-	ESL
learning disabled	-	LD
evaluations	-	eval.
faculty training		
financial aid	-	FA
international & exchange		
computer assisted instruction	-	CAI
audio-visual services	-	AV services

If you are attempting to locate all institutions containing a particular component, please see the section entitled "Listing by Component."

	Components
Golden Triangle Vocational-Technical Center	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), counseling (academic, personal, career, social), advisement, eval., faculty training.
Mississippi Valley State University	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic), eval.
MISSOURI	
Evangel College	Tutoring, study skills, eval.
Jefferson College	Placement testing, diagnostic testing, tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), advisement, eval., faculty training, CAI, A-V services.
Northwest Missouri State University	Tutoring, dev. course (Eng.), dev. lab (Eng.), counseling (academic, personal, career, social), advisement, ESL, eval., faculty training.
University of Missouri - Columbia	Tutoring, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, eval., financial aid.
University of Missouri - Kansas City	Dev. course (Rdg.), study skills, eva.
MONTANA	
Missoula Vocational Technical Center	Placement testing, diagnostic testing, dev. courses (Eng., Mth., Rdg.), dev. labs (Eng., Mth., Rdg.), study skills, counseling (academic, personal, career, social), peer counseling, eval.

COLLEGE SURVIVAL SKILLS
SHORT SESSION (January 14 - March 11)
Instructors: Tom Burke/Diane Sides
12:50 p.m. Tuesday and Thursday

I. Description

This course examines the skills necessary to survive the rigors of college life with an emphasis on learning, communication, and time and stress management.

II. Objectives

Upon completion of the course, the student should be able to:

1. Identify his/her life stressors and develop a personal model managing both time and stress.
2. Identify his/her preferred conditions, content and mode of learning.
3. Develop study skills such as note taking skills, library skills, and objective and essay type test taking skills.
4. Identify the components of building a positive self-concept and develop a personal model for building self-concept.
5. Identify the major components of communication in order to develop both verbal and nonverbal skills.
6. Demonstrate a working knowledge of the Office of Student Services.
7. Demonstrate a working knowledge of the value of computers and computer software in the college environment.

III. Evaluation Techniques

The student will demonstrate mastery of the objectives by completing:

Five (5) projects chosen by the presenters. Appropriate revision may be necessary to bring the project to mastery level.

Assignments are due on the following dates:

Assignment No. 1	February 2, 1988
Assignment No. 2	February 18, 1988
Assignment No. 3	March 1, 1988
Assignment No. 4	March 10, 1988
Final Exam	March 10, 1988

An assignment turned in after the due date must be accompanied by a written excuse. The presenter reserves the right to accept the assignment or to lower the student's grade by one letter grade based on the lack of punctuality.

The student will automatically be awarded a failing grade (F) for any assignment not turned in.

IV. Learning Activities

1. Individual and/or group projects.
2. Lectures, discussions, use of audio-visual materials, use of computer software.
3. Project assignments.

V. Attendance

Attendance is mandatory. If a student must miss a class meeting, it is his/her responsibility to contact the appropriate presenter for class assignments and additional make-up work.

VI. Presenters

College numbers: 789-3951
942-3000

Tom Burke
Learning Center
Ext. 154

Diane Sides
Student Center
Ext. 213

James Selby
Student Center
Ext. 201

Andra Dorlac
Learning Center
Ext. 150

Joyce MacKenzie
Learning Center, Jefferson College-North
464-3225

CLASS SCHEDULE

Date	Topic	Presenter
January 14	Orientation and Time Management	Burke/Sides
January 19	Stress Management	Sides
January 21	Stress Management	Sides
January 26	Time and Stress Management	Burke/Sides
January 28	Reading Speed and Comprehension	Dorlac
February 2	Learning Styles	Burke
February 4	Learning Styles	Burke
February 9	Learning Cycles	Burke
February 11	Note Taking/Test Taking	Burke
February 16	Student Services Functions	Selby
February 18	Career Information and Center	Sides
February 23	Self Concept Development	Sides
February 25	Communication and Listening	Sides
March 1	Computer Literacy	MacKenzie
March 3	Open	
March 8	Review and Outline of Final Assignment	Burke/Sides
March 10	Final	

COLLEGE SURVIVAL SKILLS
BURKE/SIDES

TIME AND & STRESS MANAGEMENT

Assignment: Due February 2, 1988

Keep a journal for one week outlining your activities for each hour of the day. Include hours you study, travel, eat and rest -- all activities in a 24-hour day.

After your completion of the journal, rewrite your time schedule indicating areas where you can better manage your time. Also outline strategies you can use to deal with the above-named personal stressors.

LEARNING CENTER
EQUIPMENT AND RESOURCES

	HILLSBORO	JCN	TOTAL
Equipment			
Dukane Projectors	5	5	10
Caramate	4	0	4
Tape Recorders (with headsets)	11	3	14
Shadowscopes	6	3	9
Controlled Readers	6	4	10
Videodisc Player and Monitor	1	1	2
Study Carrels	22	14	35
Resources			
Rate Builders (Sets)	2	2	4
Controlled Readers (Film Sets)	21	12	33
Books	54	41	95
Reading in Content Fields			
Books	90	89	179
Tapes	50	10	60
Caramate Slide Sets	12	19	31
Tapes	15	19	34
Videodisc Program			
Records	5	4	9
Books	10	910	
Dukane Program			
Filmstrips (Sets)	13	3	16
Tapes (Sets)	16	6	22
Mathematical Tapes			
Beginning Algebra (Sets)	3	3	6
Int. Algebra (Sets)	1	0	1
Geometry (Sets)	1	0	1
Reading Tapes	8	20	28
Basic Study Skills (Sets)	20	3	23
Spelling (Sets)	3	0	3
VCR Tapes	6	1	7
Computer Discs	158	128	286
Workbooks	0	58	58
Paperback Books	640	375	1,015
Reference Books	0	26	26
Encyclopedias (Sets)	0	3	3
Tax Guide Reference Books	0	6	6